

## Assessment in the Communicative Classroom: Who's the expert?

### Our Class Experts Activity Outline

1. Ask the students to think of something that they are good at doing. Give them some time to think and then invite them to come and write their names and areas of interest on the Our Class Experts Chart. The teacher can be the first one to write his or hers.
2. Ask the students to prepare 2-5 minute presentations about their topics. (Adjust the time to the level of the students.) The preparation can be done in class or can be assigned as homework.
3. On presentation day, hand out copies of the Presentation Self-Check and Peer Check.
4. Have the students fill in the presentation check forms for themselves and all other students as the presentations proceed. Take notes so that you can later compare your grades with the ones they assign.
5. Collect the self-check and peer check forms, tally the scores, and give each student a grade.
6. Use the forms to identify areas that need improvement.
7. In large classes, divide the class into groups on presentation day to speed up the procedure.

Sample presentation check rubric (This is for the Peer Check; Self-Check is similar)

Name of presenter \_\_\_\_\_

	Not at all		A little		A lot
The presenter had good information about the topic.	1	2	3	4	5
The presenter organized the presentation well and included interesting facts.	1	2	3	4	5
The presenter seemed well prepared.	1	2	3	4	5
The presenter allowed me to ask questions or make comments.	1	2	3	4	5
The presenter helped me learn new information and vocabulary	1	2	3	4	5
	Bad	Below Average	Average	Good	Excel- lent
Overall I think the presentation was	1	2	3	4	5
<b>TOTAL</b>					

Name of Rater \_\_\_\_\_

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Print resources for communicative assessment:

- Brown, J.D. ed. *New Ways of Classroom Assessment*, TESOL 1998.  
Huerta-Macias, A. "Alternative Assessment: Responses to commonly asked questions." *TESOL Journal* 5, 1, pp. 8-11.  
Hughes, A. *Testing for Language Teachers.*, Cambridge, 2003.  
Bailey, K. M. *Learning about Language Assessment*, Heinle & Heinle, 1998.  
Carroll, B. *Testing Communicative Performance*. Oxford, 1981.  
O'Malley, J. M. & Valdez-Pierce, *Authentic Assessment for English Language Learners*, Longman 1996.  
Miller, W. H. *Alternative Assessment Techniques for Reading and Writing*, Jossey-Bass 1995.  
Genesee, F. & Upshur, J. A. *Classroom-Based Evaluation in Second Language Education*, Cambridge, 1996.  
Shohamy, E. "Performance Assessment in Language Testing" *Annual Review of Applied Linguistics*, 15, pp. 188-211.  
Trussel-Cullen, Alan *Assessment in the Learner-centered Classroom*, Domine Press 1998.

On-line resources for communicative assessment: (clickable at the del.icio.us address above)

- Beale, J. <http://www.jasonbeale.com/essaypages/assessment.html> Assessing interactive oral skills in EFL contexts  
Finch, A. <http://www.finchpark.com/courses/assess/index.htm> Website for a course in classroom-based assessment.  
Litz, D. <http://iteslj.org/Lessons/Litz-StudentDirectedAssessment.html> Student-directed Assessment in ESL/EFL: Designing Scoring Rubrics with Students  
Lynch, R. [http://www.asian-efl-journal.com/dec\\_03\\_rl.pdf](http://www.asian-efl-journal.com/dec_03_rl.pdf) Authentic, Performance-Based Assessment in ESL/EFL Reading Instruction  
Shaaban, K. <http://exchanges.state.gov/forum/vols/vol39/no4/p16.htm> Assessment of Young Learners